DOCUMENT RESUME

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TITLE IEA Six-Subject Survey Instruments: Civic Education Student Questionnaires.

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IDENTIFIERS *International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are an affective questionnaire, a background questionnaire, and a questionnaire designed to determine the students' conception of how society works for students of Civics at populations I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. (RC)

ED102188

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

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These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name How Society Works Questionnaire

Data Bank Instrument Number Q7CH

TM 004 157

Pop I students were given 35 minutes for this test, while Pop II and Pop IV students were given 25 minutes.

IEA/M3/Stage 3
Pop II, p. 6
Pop IV, p. 6
(Pop I was not given the option of using MRC cards)

For National Centers NOT using MRC cards

IEA/M3/Stage 3
Pop I, p. 4
Pop II, p. 6
Pop IV, p. 6

Follow along as I read the directions.
On the next few pages we shall give you a chance to explain how society works.

On each page you will find a heading, such as Elections, Taxes, Police and so on; underneath each of these we have given you a set of descriptions, to say what they do or how they work. Read each of these carefully, then put a tick in the right column, under

Does this almost always,
Does this fairly often,
Does this sometimes, or
Does this almost never.

If you really don't know the answer, put a tick under "Don't know".
If you want to change an answer, be sure to erase the old mark completely.

National Centers: if national option open-ended questions are being used, add the following:

At the bottom of every page, we have left you a space in which you can give us your own explanations of how things work.

Are there any questions?

IEA/M3/Stage 3)
Pop I, p. 4)
Pop II, p. 6)continued
Pop IV, p. 6)

Answer any questions by repeating or rephrasing the instructions already given. Then say:

You will be given 25 minutes [Pop I: 35 minutes] to complete this test. Now turn over the page and begin.

Make a note of the time. When 25 minutes [Pop I: 35 minutes] have passed, say:

Stop. Put down your pencil, close your test booklet.

IEA/M3/Stage 3
Pop II, p. 7-8
Pop IV, p. 7
(Pop I was not given the option of using MRC cards)

For National Centers using MRC cards

Follow along silently as I read the directions aloud:

On the next few pages we shall give you a chance to explain how society works.

On each page you will find a heading, such as Elections, Taxes, Police and so on; underneath each of these we have given you a set of descriptions, to say what they do or how they work. Read each of these carefully, and choose the one that you think suits the heading best:

A. Does this almost always,
B. Does this fairly often,
C. Does this sometimes, or
D. Does this almost never.

If you really don't know the answer, choose

E. I don't know.

IEA/M3/Stage 3
Pop II, p. 7-8
Pop IV, p. 7
(Pop I was not given the option of using MRC cards)) continued

Indictate your answer by blackening in the oval on your answer card for the letter you choose. If you want to change an answer, be sure to erase the old mark completely. Mark only one answer for each question. Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given, then say:

There are 120 questions in this test. When you have finished questions 1-60 on the front of the card, turn the card over and go on with questions 61-120 on the back.

You will be given __ minutes * to complete this test. Now turn over the page and begin.

Make a note of the time. When __ minutes* have passed, say:

Stop. Put down your pencil and close your test booklet.

*IEA/M1/Stage 3
p. 61 for Pop II,
p. 63 for Pop IV

If MRC cards are being used with [this instrument] , an extra 10 minutes should be allocated to the testing session.

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CIVIC EDUCATION

Section 2 of Booklets 26, 38 and 5

HOW SOCIETY WORKS

On the next few pages we shall give you a chance to explain how society works.

On each page you will find a heading, such as Elections, Taxes, Police and so on; underneath each of these we have given you a set of descriptions, to say what they do or how they work. Read each of these carefully, then put a tick in the right column, under

Does this almost always,
Does this fairly often,
Does this sometimes, or
Does this almost never.

If you really don't know the answer, put a tick under 'Don't know'. If you want to change an answer, be sure to erase the old mark completely.

Now turn the page.

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Q7CH

IEA/CIV/I/HSW
IEA/CIV/II/HSW
IEA/CIV/IV/HSW

7

In (insert name of nation), why do we have ELECTIONS? In practice, what do they actually do and what effects do they really have? Please read each of the sentences below, then put your check marks to show what you think.

	ELECTIONS do this				
	Almost always	Fairly often	Some-times	Almost never	Don't know
1. Make sure there are fair shares for everyone					
2. Settle argements and disagreements					
3. Give help to rich people					
4. Show who is the strongest					
5. Create a better understanding so that people can live and work together					
6. Force people to obey the rules					
7. Create disagreements..					
8. Give people a chance to write or say what they think					
9. Help people to take part in important decisions about their own lives					
10. Make people afraid to say what they think ..					
11. Prevent people from harming others					
12. Make prices go up					

NATIONAL OPTION

701. What else do ELECTIONS really do? Please write your answer here:

_____

_____

_____

_____

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Q7CH
IEA/CIV/I/HSW
IEA/CIV/II/HSW
IEA/CIV/IV/HSW

In (insert name of nation), why do we have LAWS? In practice, what do they actually do and what effects do they <u>really</u> have? Please read each of the sentences below, then put your check marks to show what you think.

	LAWS do this				
	Almost always	Fairly often	Some-times	Almost never	Don't know
13. Make sure there are fair shares for everyone					
14. Settle arguments and disagreements.....					
15. Give help to rich people.....					
16. Show who is the strongest.....					
17. Create better understanding so that people can live and work together.....					
18. Force people to obey the rules.....					
19. Create disagreements.					
20. Give people a chance to write or say what they think.....					
21. Help people to take part in important decisions about their own lives.....					
22. Make people afraid to say what they think					
23. Prevent people from harming others.....					
24. Make prices go up....					

NATIONAL OPTION
02. What else do LAWS <u>really</u> do? Please write your answer here:

_____

_____

_____

_____

_____

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In (insert name of nation), why do we have a PARLIAMENT (congress, Bundestag, etc.)? In practice, what does it actually do and what effects does it really have? Please read each of the sentences below, then put your check marks to show what you think.

	PARLIAMENT does this				
	Almost always	Fairly often	Some-times	Almost never	Don't know
25. Make sure there are fair shares for everyone.....					
26. Settle arguments and disagreements.....					
27. Give help to rich people					
28. Show who is the strongest					
29. Create better understanding so that people can live and work together.....					
30. Force people to obey the rules					
31. Create disagreements..					
32. Give people a chance to write or say what they think					
33. Help people to take part in important decisions about their own lives					
34. Make people afraid to say what they think..					
35. Prevent people from harming others					
36. Make prices go up					

NATIONAL OPTION

03. What else does PARLIAMENT really do? Please write your answer here:

_____

_____

_____

_____

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In (insert name of nation), why do we have a DEMOCRATIC SYSTEM OF GOVERNMENT? In practice, what does it actually do and what effects does it <u>really</u> have? Please read each of the sentences below, then put your check marks to show what you think.

A DEMOCRATIC SYSTEM OF GOVERNMENT does this	Almost always	Fairly often	Some-times	Almost never	Don't know
37. Make sure there are fair shares for everyone.....					
38. Settle arguments and disagreements.....					
39. Give help to rich people.....					
40. Show who is the strongest.....					
41. Create better understanding so that people can live and work together.....					
42. Force people to obey the rules.....					
43. Create disagreements.					
44. Give people a chance to write or say what they think.....					
45. Help people to take part in important decisions about their own lives.....					
46. Make people afraid to say what they think					
47. Prevent people from harming others.....					
48. Make prices go up...					

NATIONAL OPTION

04. What else does a DEMOCRATIC SYSTEM OF GOVERNMENT <u>really</u> do? Please write your answer here:

_____

_____

_____

_____

BEST COPY AVAILABLE

Why do we have THE UNITED NATIONS? In practice, what does it actually do and what effects does it <u>really</u> have? Please read each of the sentences below, then put your check marks to show what you think.

	THE UNITED NATIONS does this				
	Almost always	Fairly often	Some-times	Almost never	Don't know
49. Make sure there are fair shares for everyone.....					
50. Settle arguments and disagreements					
51. Give help to rich people					
52. Show who is the strongest.....					
53. Create better understanding so that people can live and work together					
54. Force people to obey the rules					
55. Create disagreements.					
56. Give people a chance to write or say what they think					
57. Help people to take part in important decisions about their own lives.....					
58. Make people afraid to say what they think.....					
59. Prevent people from harming others.....					
60. Make prices go up....					

NATIONAL OPTION

65. What else does the UNITED NATIONS <u>really</u> do? Please write your answer here:

_____

_____

_____

_____

BEST COPY AVAILABLE

Q7CH

In (insert name of nation), why do we have POLITICAL PARTIES? In practice, what do they actually do and what effects do they <u>really</u> have? Please read each of the sentences below, then put your check marks to show what you think.

	POLITICAL PARTIES do this				
	Almost always	Fairly often	Some-times	Almost never	Don't know
61. Make sure there are fair shares for everyone					
62. Settle arguments and disagreements.....					
63. Give help to rich people					
64. Show who is the strongest					
65. Create better understanding so that people can live and work together					
66. Force people to obey the rules.....					
67. Create disagreements.					
68. Give people a chance to write or say what they think					
69. Help people to take part in important decisions about their own lives.....					
70. Make people afraid to say what they think					
71. Prevent people from harming others					
72. Make prices go up....					

NATIONAL OPTION

106. What else do POLITICAL PARTIES <u>really</u> do? Please write your answer here:

_____

_____

_____

_____

BEST COPY AVAILABLE

QTCH
IEA/CIV/I/HSW
IEA/CIV/II/HSW
IEA/CIV/IV/HSW

In (insert name of nation), why do we have WELFARE AGENCIES? In practice, what do they actually do and what effects do they really have? Please read each of the sentences below, then put your check marks to show what you think.

	WELFARE AGENCIES do this				
	Almost always	Fairly often	Some-times	Almost never	Don't know
73. Make sure there are fair shares for everyone					
74. Settle arguments and disagreements					
75. Give help to rich people					
76. Show who is the strongest					
77. Create better understanding so that people can live and work together					
78. Force people to obey the rules					
79. Create disagreements					
80. Give people a chance to write or say what they think					
81. Help people to take part in important decisions about their own lives					
82. Make people afraid to say what they think					
83. Prevent people from harming others					
84. Make prices go up					

NATIONAL OPTION

07. What else do WELFARE AGENCIES really do? Please write your answer here.

_____

_____

_____

_____

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In (insert name of nation), why do we have LABOUR UNIONS? In practice, what do they actually do and what effects do they <u>really</u> have? Please read each of the sentences below, then put your check marks to show what you think.

	LABOUR UNIONS do this				
	Almost always	Fairly often	Some-times	Almost never	Don't know
85. Make sure there are fair shares for everyone					
86. Settle arguments and disagreements					
87. Give help to rich people					
88. Show who is the strongest					
89. Create better understanding so that people can live and work together					
90. Force people to obey the rules					
91. Create disagreements..					
92. Give people a chance to write or say what they think					
93. Help people to take part in important decisions about their own lives					
94. Make people afraid to say what they think					
95. Prevent people from harming others					
96. Make prices go up					

NATIONAL OPTION

08. What else do LABOUR UNIONS <u>really</u> do? Please write your answer here:

_____

_____

_____

BEST COPY AVAILABLE

In (insert name of nation), why do we have LARGE BUSINESS ORGANISATIONS? In practice, what do they actually do and what effects do they <u>really</u> have? Please read each of the sentences below, then put your check marks to show what you think.

	LARGE BUSINESS ORGANISATIONS do this				
	Almost always	Fairly often	Some-times	Almost never	Don't know
97. Make sure there are fair shares for everyone					
98. Settle arguments and disagreements					
99. Give help to rich people					
100. Show who is the strongest					
101. Create better understanding so that people can live and work together					
102. Force people to obey the rules					
103. Create disagreements..					
104. Give people a chance to write or say what they think					
105. Help people to take part in important decisions about their own lives					
106. Make people afraid to say what they think					
107. Prevent people from harming others					
108. Make prices go up					

NATIONAL OPTION

09. What else do LARGE BUSINESS ORGANISATIONS <u>really</u> do? Please write your answer here:

_____

_____

_____

BEST COPY AVAILABLE

In (insert name of nation), why do we have the POLICE? In practice, what do they actually do and what effects do they really have? Please read each of the sentences below, then put your check marks to show what you think.

	THE POLICE do this				
	Almost always	Fairly often	Some-times	Almost never	Don't know
109. Make sure there are fair shares for everyone					
110. Settle arguments and disagreements					
111. Give help to rich people					
112. Show who is the strongest					
113. Create better understanding so that people can live and work together					
114. Force people to obey the rules					
115. Create disagreements..					
116. Give people a chance to write or say what they think					
117. Help people to take part in important decisions about their own lives					
118. Make people afraid to say what they think					
119. Prevent people from harming others					
120. Make prices go up					

NATIONAL OPTIONS

010. What else do the POLICE really do? Please write your answer here:

_____

_____

_____

_____

27CH

CIVIC EDUCATION BULLETIN

ACCOMPANYING NOTES

This Bulletin contains Civic Education instruments for Populations I, II, and IV. The instruments are contained in three booklets for each population. The first booklet consists of two sections, Cognitive and How Society Works. The second is Affective Scales and the third is the Background Questionnaire. The number on the front of each booklet corresponds to its place in the sequence of testing. Although there is a different set of booklets for each population, the same set of answer cards will be used by all. Manual 1 gives specific information about testing sessions.

Each population has a different version of the Cognitive section, but the remaining instruments are the same for all populations.

Population I will mark their answers directly in the test booklet for all parts of the instruments since no MRC cards will be used for this population. The Cognitive sections for Populations II and IV have been prepared for MRC cards. Other tests are not in MRC card format, but if the National Center wishes to use MRC cards for Populations II and IV for these tests, it can do so by making the following changes:

Converting How Society Works, Affective Scales and Background Questionnaire to MRC Card Form

Directions to students for marking their answers

The second paragraph of the directions at the front of each test should read:

> "Mark your answer by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely."

Answer choices

The choices the student is given from which to select his answers must be lettered A, B, C, etc. to correspond to ovals on an answer card. This will often necessitate a change in the directions before a set of items. For example, the directions for the first set of questions in the Background Questionnaire would read as follows if the students were using MRC cards to answer:

> "What kind of films or programs do you like to see? Here are different sorts of programs and films. If you would like to see it, blacken in the oval marked A on your answer card. If you would not mind whether you saw it or not, choose B. If you would not like to see it, choose C."

The questions would then read as follows:

	I would like to see it	I would not mind whether I saw it or not	I would not like to see it
1. Cowboys and Westerns ..	A	B	C
2. The work of artists and sculptors	A	B	C
3. Current events	A	B	C

The order of questions and the sequence of answers must, of course, not be changed.

Semantic differential items

The format for the semantic differential items in the Affective Scales (pages 2, 3, and 4) will also need to be changed if MRC cards are used. Page 2, which explains how to answer the items, should read as follows:

"Here are some words and sentences which have been used by different people to describe the way they think about your Local Council (substitute national phrasing to indicate municipal government). Each time we give you two words with opposite meanings and letters in between. For example:

Friendly: A B C D E :Unfriendly

We want to know your opinion about your Local Council. If you think that your Local Council is very friendly, blacken in the oval on your answer card marked A, since A is closest to 'Friendly'. If you think your Local Council is very unfriendly, blacken in the oval marked E, since E is closest to 'Unfriendly'. If you don't know, blacken in the oval marked C. If you think your Local Council is friendly, but not so very friendly, choose B, and if you think it is unfriendly, but no very unfriendly, blacken in D.

Now turn over to the next page. Read through each statement, then mark your answer card to show how you think about your Local Council.

Q7CH

Accompanying Notes to How Society Works

IEA/CIV/I/HSW, IEA/CIV/II/HSW, IEA/CIV/IV/HSW

Questions 01-010 (the open-ended items) are national options, and National Centers are at liberty to use them or not as they wish. They will, however, not be processed internationally. (See the distinction between international and national options in Manual 1, Section 1.)

If these open-ended questions are used, please add the following to the instructions on the first page of How Society Works:

"At the bottom of every page, we have left you a space in which you can give us your own explanations of how things work."

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3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
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5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Affective Questionnaire

Data Bank Instrument Number Q7CA

IEA/M3/Stage 3
Pop II, p. 10
Pop IV, p. 9
(Pop I was not given the option of using MRC cards)

For National Centers using MRC cards

Ask the students to follow along silently as you read the directions from the front of the booklet:

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

There are 105 questions in this section. When you have finished questions 1-49 on the front of the card, turn over the card and go on with questions 50-105 on the back.

You will have __ minutes* to complete the questions in this booklet. Now turn over the page and begin.

Make a note of the time when the students begin the test. After __ minutes* say:

Stop. Close your booklet and replace it in the envelope.

*IEA/M1/Stage 3
p. 61 for Pop II,
p. 63 for Pop IV

If MRC cards are being used with [this instrument], an extra 10 minutes should be allocated to the testing session.

Pop I students were given 30 minutes for this test, while Pop II and Pop IV students were given 20 minutes.

IEA/M3/Stage 3
Pop II, p. 9
Pop IV, p. 8
(Pop I was not given the option of using MRC cards)

For National Centers NOT using MRC cards

IEA/M3/Stage 3
Pop I, p. 5
Pop II, p. 9
Pop IV, p. 8

Ask the students to follow along silently as you read the following directions from the front of the booklet:

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

You will have 20 minutes [Pop I: 30 minutes] to complete the questions in this booklet.
Now turn over the page and begin.

Make a note of the time when the students begin the test. After 20 minutes [Pop I: 30 minutes] say:

Stop. Close your booklet and replace it in the envelope.

QZCA

IEA/CIV/I/AFF
IEA/CIV/II/AFF
IEA/CIV/IV/AFF

CIVIC EDUCATION

Booklets 27, 39 and 51

AFFECTIVE SCALES

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by putting a tick (✓) in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.

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QZCA

IEA/CIV/I/AFF
IEA/CIV/II/AFF
IEA/CIV/IV/AFF

Here are some words and sentences which have been used by different people to describe the way they think about your Local Council (substitute national phrasing to indicate municipal government). Each time we give you two words or phrases with opposite meanings and spaces in between for a tick to show your own opinion. For example:

Friendly :___ :___ :___ :___ :___:Unfriendly

If you think that your Local Council is very friendly, put a tick next to 'Friendly':

Friendly :✓ :___ :___ :___ :___:Unfriendly

If you think that your Local Council is very unfriendly, put a tick next to 'Unfriendly':

Friendly :___ :___ :___ :___ :✓:Unfriendly

If you don't know, put a tick in the middle:

Friendly :___ :___ :✓ :___ :___:Unfriendly

If you think your Local Council is friendly, but not so very friendly, put a tick like this:

Friendly :___ :✓ :___ :___ :___:Unfriendly

Or if you think it is unfriendly, but not very unfriendly, put a tick like this:

Friendly :___ :___ :___ :✓ :___:Unfriendly

Now turn over to the next page. Read through each statement, then put a tick to show how you think about your Local Council.

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Questions 1 - 12

HOW WOULD YOU DESCRIBE YOUR LOCAL COUNCIL? (Substitute national phrasing)

1.	Friendly	:	:	:	:	:	Unfriendly
2.	Warm-hearted	:	:	:	:	:	Cold-hearted
3.	Weak	:	:	:	:	:	Strong
4.	Popular	:	:	:	:	:	Unpopular
5.	Rich	:	:	:	:	:	Poor
6.	Cares about me and my family	:	:	:	:	:	Doesn't care about me and my family
7.	Does things for selfish reasons	:	:	:	:	:	Does things for the good of the whole area
8.	Pays attention to complaints	:	:	:	:	:	Doesn't pay attention to complaints
9.	Can have their decisions changed by ordinary people	:	:	:	:	:	Can only have their decisions changed by powerful people
10.	Run by a few big, powerful groups	:	:	:	:	:	Run by people just like ourselves
11.	Gets things done	:	:	:	:	:	Often doesn't get things done
12.	Can be trusted	:	:	:	:	:	CanNOT be trusted

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Questions 13 - 24

HOW WOULD YOU DESCRIBE THE NATIONAL GOVERNMENT?

13.	Friendly	:	:	:	:	:	Unfriendly
14.	Warm-hearted	:	:	:	:	:	Cold-hearted
15.	Weak	:	:	:	:	:	Strong
16.	Popular	:	:	:	:	:	Unpopular
17.	Rich	:	:	:	:	:	Poor
18.	Cares about me and my family	:	:	:	:	:	Doesn't care about me and my family
19.	Does things for selfish reasons	:	:	:	:	:	Does things for the good of the whole country
20.	Pays attention to complaints	:	:	:	:	:	Doesn't pay attention to complaints
21.	Can have their decisions changed by ordinary people	:	:	:	:	:	Can only have their decisions changed by powerful people
22.	Run by a few big, powerful groups	:	:	:	:	:	Run by people just like ourselves
23.	Gets things done	:	:	:	:	:	Often doesn't get things done
24.	Can be trusted	:	:	:	:	:	CanNOT be trusted

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Questions 25 - 54

Here are some things that have been said about the way our nation should be governed. You may agree with some of them and disagree with others; sometimes you will agree or disagree strongly; at other times you will feel uncertain or have no opinion. Please look at each statement, and then put a tick (✓) in one of the columns beside it to show how you feel about it.

	Strongly Agree	Agree	I Have No Opinion	Disagree	Strongly Disagree
25. Newspapers and magazines should be allowed to print anything they want except military secrets					
26. Women should stand for election and take part in the government much the same as men do					
27. No matter what a man's colour, religion or nationality, if he is qualified for a job he should get it					
28. The government cares a lot about what we all think of any new laws					
29. People should be allowed to come together whenever they like.....					
30. Swimming pools should admit people of all races and nationalities to swim together in the same pool.					
31. Citizens must always be free to criticise the government.....					
32. Hotels are right in refusing to admit people of certain races or nationalities.....					

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	Strongly Agree	Agree	I Have No Opinion	Disagree	Strongly Disagree
33. People who disagree with the government should be allowed to meet and hold public protests					
34. Regular elections in our nation are unnecessary...					
35. Women should have the same rights as men in every way					
36. People of certain races or religions should be kept out of important positions in our nation					
37. Women should stay out of politics					
38. Government decisions are like the weather; there is nothing people can do about them					
39. There are some big powerful men in the government who are running the whole nation and they do not care about the opinions of ordinary people.....					
40. Most women do not need the right to vote					
41. The government is doing its best to find out what ordinary people want					
42. When something is wrong, it is better to complain to the authorities about it than to keep quiet					
43. It is good for a government to be frequently criticised					

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	Strongly Agree	Agree	I Have No Opinion	Disagree	Strongly Disagree
44. The government does not try to understand ordinary people					
45. Most politicians are too selfish to care about ordinary people					
46. War is sometimes the only way in which a **nation** can save its self-respect					
47. The people in power know best					
48. If another **nation** does not agree with us, we should sometimes fight them					
49. So many people vote in a general election that when I grow up it will not matter much whether I vote or not					
50. Talking things over with another **nation** is better than fighting					
51. It is wrong to criticise our government					
52. I don't really care what happens to others, so long as I am all right ...					
53. Our **nation** has its faults just like other **nations**					
54. People should not criticise the government, it only interrupts the government's work					

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Questions 55 - 64

How much do these people help to decide which laws are made for our **nation:** Very much, Some, Very little, or Not at all? Put a tick (√) for each person or group of people listed below.

	Very Much	Some	Very Little	Not At All	I Don't Know
55. Rich people					
56. Union leaders					
57. The Prime Minister					
58. Newspaper editors					
59. Church leaders					
60. The average person					
61. A Member of Parliament					
62. Some big companies					
63. High military officials					
64. Radio and TV Commentators					

(Note to National Centers: Substitute national phrasing for 56, 57 and 61 as required.)

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Questions 65 - 76

There are lots of different people in our nation. Do you think they should all have the same rights and freedoms as everyone else or should they be treated differently? Please put a tick (✓) for every group to show how you think they should be treated.

They should have:	More rights and freedoms than everyone else	Exactly the same as everyone else	Fewer rights and freedoms than everyone else	I don't know
65. Lawyers				
66. Religious leaders				
67. Discharged prisoners ..				
68. Coloured people (substitute national phrasing)				
69. Artists				
70. Communists				
71. Factory workers				
72. Leaders of big business corporations				
73. Military leaders				
74. Tramps				
75. People with anti-(insert name of mother nation) views				
76. Doctors				

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IEA/CIV/IV/AFF

32

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Questions 77 - 85

Do all grown-ups generally agree about what our government should do, or do they sometimes disagree? Below you will find different groups of people in each question; please tell us how well you think they agree with each other about what the government should do, by putting a tick (✓) in the right column. At the top of the columns you will find the following headings:

Mostly agree
Agree about half the time
Disagree most of the time
I don't know
} about what the government should do

	Mostly agree	Agree about half of the time	Disagree most of the time	I don't know
	about what the government should do			
77. Men and women				
78. Business leaders and trade union leaders				
79. The newspapers and the people in Parliament ...				
80. Middle class people and working class people ...				
81. Older people and younger people				
82. People of different religions				
83. Well-to-do people and poor people				
84. Different political parties				
85. Radio or TV commentators and the people in Parliament				

(Note to National Centers: Substitute national phrasing for 78, 79, and 85 as required.)

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Questions 86 - 101

Imagine that you had to explain what a good citizen is, or what a good citizen ought to do. Please read each sentence, then put a tick (√) under the heading 'Good Citizen' if that is what you mean by a good citizen. If the sentence does NOT help to explain what you mean by a good citizen, put a tick under 'No'. If you are not sure, put a tick under 'Not sure'.

	A GOOD CITIZEN:	Good Citizen	Not Sure	No
86.	Obeys the law			
87.	Is always polite			
88.	Votes in every election			
89.	Is loyal to his family			
90.	Works hard			
91.	Joins a political party			
92.	Knows a good deal about how our tax money is spent			
93.	Has good table manners			
94.	Studies hard to pass an examination			
95.	Pays his taxes regularly			
96.	Keeps up with what is happening in the world.			
97.	Tries to change things in the government			
98.	Gets other people to vote in elections			
99.	Stands up when the National Anthem is played.			
100.	Shows respect for a funeral			
101.	Belongs to a Trade Union			

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102. Why do all births, deaths and marrieges have to be officially recorded?

Here are some answers to this question. Please read them all, then put a tick (√) next to the answer that shows what you think. Put only one tick please.

A. To make it easier to find people who have disappeared ____

B. So that you can prove who you are, or prove that you are married or not ____

C. So that the government will know how many people have been born, married or have died ____

D. I don't know ____

103. What is the most important thing to know when deciding how to vote in an election? (Tick the ONE answer that shows what you think).

A. What principles are best for the nation as a whole ____

B. Will the candidate do his best for me and my family ____

C. What will the candidate do for the community ____

D. I don't know ____

104. Why does each nation have its own flag?

A. Something to be proud of, and to fly on special occasions ____

B. To show which nation we belong to ____

C. As a symbol of being different from other nations ____

D. I don't know ____

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IEA/CIV/II/AFP
IEA/CIV/IV/AFP

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105. Why do you think some people go into politics, stand for Parliament or become local councillors?

A. To become popular, and to have more money _____

B. Because the nation needs new politicians _____

C. They want to make changes and improve things in the nation _____

D. I don't know _____

QZCA

ACCOMPANYING NOTES

This Bulletin contains Civic Education instruments for Populations I, II, and IV. The instruments are contained in three booklets for each population. The first booklet consists of two sections, Cognitive and How Society Works. The second is Affective Scales and the third is the Background Questionnaire. The number on the front of each booklet corresponds to its place in the sequence of testing. Although there is a different set of booklets for each population, the same set of answer cards will be used by all. Manual 1 gives specific information about testing sessions.

Each population has a different version of the Cognitive section, but the remaining instruments are the same for all populations.

Population I will mark their answers directly in the test booklet for all parts of the instruments since no MRC cards will be used for this population. The Cognitive sections for Populations II and IV have been prepared for MRC cards. Other tests are not in MRC card format, but if the National Center wishes to use MRC cards for Populations II and IV for these tests, it can do so by making the following changes:

Converting How Society Works, Affective Scales and Background Questionnaire to MRC Card Form

Directions to students for marking their answers

The second paragraph of the directions at the front of each test should read:

> "Mark your answer by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely."

Answer choices

The choices the student is given from which to select his answers must be lettered A, B, C, etc. to correspond to ovals on an answer card. This will often necessitate a change in the directions before a set of items. For example, the directions for the first set of questions in the Background Questionnaire would read as follows if the students were using MRC cards to answer:

> "What kind of films or programs do you like to see? Here are different sorts of programs and films. If you would like to see it, blacken in the oval marked A on your answer card. If you would not mind whether you saw it or not, choose B. If you would not like to see it, choose C."

Q7CA

The questions would then read as follows:

	I would like to see it	I would not mind whether I saw it or not	I would not like to see it
1. Cowboys and Westerns ..	A	B	C
2. The work of artists and sculptors	A	B	C
3. Current events	A	B	C

The order of questions and the sequence of answers must, of course, not be changed.

Semantic differential items

The format for the semantic differential items in the Affective Scales (pages 2, 3, and 4) will also need to be changed if MRC cards are used. Page 2, which explains how to answer the items, should read as follows:

"Here are some words and sentences which have been used by different people to describe the way they think about your Local Council (substitute national phrasing to indicate municipal government). Each time we give you two words with opposite meanings and letters in between. For example:

Friendly: A B C D E :Unfriendly

We want to know your opinion about your Local Council. If you think that your Local Council is very friendly, blacken in the oval on your answer card marked A, since A is closest to 'Friendly'. If you think your Local Council is very unfriendly, blacken in the oval marked E, since E is closest to 'Unfriendly'. If you don't know, blacken in the oval marked C. If you think your Local Council is friendly, but not so very friendly, choose B, and if you think it is unfriendly, but no very unfriendly, blacken in D.

Now turn over to the next page. Read through each statement, then mark your answer card to show how you think about your Local Council.

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2	IEA/M1	Manual for National Centers
	IEA/M2	Manual for School Coordinators
	IEA/M3	Manual for Test Administrators
Stage 3	IEA/M1/Stage 3	Manual for National Centers
	IEA/M2/Stage 3	Manual for School Coordinators
	IEA/M3/Stage 3	Manual for Test Administrators

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These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

2: Student Population

1 = I	6 = II and IV
2 = II	7 = I, II and IV
3 = III	8 = I and IV
4 = IV	S = IV Specialist
5 = I and II	N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Background Questionnaire

Data Bank Instrument Number Q7CB

Pop I students were given 30 minutes for this test, while Pop II and Pop IV students were given 20 minutes.

IEA/M3/Stage 3
Pop II, p. 11
Pop IV, p. 10
(Pop I was not given the option of using MRC cards)

For National Centers NOT using MRC cards

IEA/M3/Stage 3
Pop I, p. 6
Pop II, p. 11
Pop IV, p. 10

Ask the students to follow along silently as you read the following directions from the front of the booklet:

> These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think or do. Your answers are CONFIDENTIAL, so be as truthful as you can.
>
> Mark your answer by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.
>
> Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

> You will have 20 minutes [Pop I: 30 minutes] to complete the questions in this booklet. Now turn the page and begin.

Make a note of the time when the students begin the test. After 20 minutes [Pop I: 30 minutes] say:

> Stop. Close your booklet and replace it in the envelope.

IEA/M3/Stage 3
Pop II, p. 12
Pop IV, p. 11
(Pop I was not given the option of using MRC cards)

For National Centers using MRC cards

Have the students follow along silently as you read the directions on the front of the booklet:

> These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think or do. Your answers are CONFIDENTIAL, so be as truthful as you can.
>
> Mark your answers by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely.
>
> Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

> There are 79 questions in this section. When you have finished questions 1-38 on the front of the card, turn over the card and go on with questions 39-79 on the back.
>
> You will have __ minutes* to complete the questions in this booklet. Now turn over the page and begin.

Make a note of the time when the students begin the test. After __ minutes*, say:

> Stop. Close your booklet.

*IEA/M1/Stage 3
p. 61 for Pop II,
p. 63 for Pop IV

If MRC cards are being used with [this instrument], an extra 10 minutes should be allocated to the testing session.

Q7CB
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IEA/CIV/II/BQ
IEA/CIV/IV/BQ

CIVIC EDUCATION

Booklets 28, 40 and 52

BACKGROUND QUESTIONNAIRE

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think or do. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by putting a tick (✓) in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.

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IEA/CIV/I/BQ
IEA/CIV/II/BQ
IEA/CIV/IV/BQ

FILMS IN THE CINEMA OR PROGRAMS ON TELEVISION

What kind of films or programs do you like to see? Here are different sorts of programs and films. For each one tick the way you feel about it.

	I would like to see it	I would not mind whether I saw it or not	I would not like to see it
1. Cowboys and Westerns.....			
2. The work of artists and sculptors.....			
3. Current events.....			
4. Sports.....			
5. How factories work.....			
6. The work of doctors and nurses.....			
7. People in other countries..			
8. Cartoons.....			
9. Social problems in your community.....			
10. Science.....			
11. How Parliament and the government do their job....			
12. Travel and exploring.....			
13. News.....			
14. Classical orchestras and their conductors.....			

Questions 15 - 17

Some people think it is important to discuss what is going on in government and politics much of the time. Other people prefer not to talk about such things. How often do you talk about what is going on in our nation in government and politics?

	Several times a week	About once a week, or less often	Almost never
15. With your friends?.....			
16. With your parents?.....			
17. With your teachers in class?.....			

Questions 18 - 20

Some people feel that it is important to know what is happening in other nations. Other people are more interested in their own nation. How often do you talk with others about what other nations are doing?

	Several times a week	About once a week, or less often	Almost never
18. With your friends?.....			
19. With your parents?.....			
20. With your teachers in class?.....			

Questions 21 - 23

Some people like to discuss a particular political party or a particular political candidate. Others prefer not to discuss politics. How often do you talk about political parties and candidates for election?

	Several times a week	About once a week, or less often	Almost never
21. With your friends?.....			
22. With your parents?.....			
23. With your teachers in class?.....			

Questions 24 - 27

On the whole, do your political opinions agree with those of your parents, teachers or friends, or do you have different political ideas? Put one tick on each line.

	I don't know what his or her political ideas are	I agree a lot with	I agree a little with	I mostly disagree with	I am not sure of my own opinions
24. My father.....					
25. My mother.....					
26. My best friends....					
27. Our teacher for civics or social studies....					

Questions 28 - 34

Here are some things which young people say they do in their own communities. If you have done any of these things within the past year, put a tick (✓) in the Yes box. If no, put a tick (✓) in the No box.

	YES	NO
28. listened to a party political broadcast, or looked at a party political broadcast on television?.....		
29. tried to get elected in your school to be a club chairman or secretary or form captain. or something like that?.....		
30. helped to collect money for a good cause?.....		
31. borrowed a book from the library to understand more about current affairs?.....		
32. read a book about the United Nations?.....		
33. found out something for yourself about how the local council does its work?.....		
34. asked your parents questions about different political parties?.....		

35. Suppose that you and your friends are playing a game, and some of you want to change one of the rules of the game or make a new rule. How would the group decide? (Tick the one that happens most often.)

A. _____ We would talk about it until we all agreed.

B. _____ There are generally one or two persons in the group who would decide.

C. _____ We would go and ask someone to decide the rules for us.

D. _____ We would try the new rule and see if it makes for a better game.

E. _____ We would talk about it, and then take a vote.

36. Suppose that you and your friends were planning to go on a hike or a trip, in your spare time. How would the group decide where to go? (Tick the one that happens most often.)

A. _____ We would talk about it until we all agreed.

B. _____ There are generally one or two persons in the group who would decide.

C. _____ We would go and ask someone to decide for us.

D. _____ We would accept the advice of someone who had been there before.

E. _____ We would talk about it, and then take a vote.

37. Suppose you and your friends had a club, and the club needed a leader. How would your group choose the leader? (Tick the one that happens most often.)

A. _____ We would talk about it until we all agreed.

B. _____ A good leader would come forward naturally.

C. _____ We would talk about it, and then take a vote.

D. _____ We would try out different leaders until we found the best one.

E. _____ We would ask someone to decide for us.

38. Suppose that you and your friends had collected some money. How would your group decide what to use the money for? (Tick the one that happens most often.)

A. _____ We would talk about it until we all agreed.

B. _____ The leaders of our group would decide what to do.

C. _____ We would go and ask someone to decide for us.

D. _____ We would talk about it, and then take a vote.

E. _____ We would wait until we knew more and had some new ideas.

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Questions 39 - 52

Here is a list of things which young people sometimes do, or think of doing. Read each one, and then put a tick (✓) in the column which is right for you. Remember that your answers are CONFIDENTIAL, so be as truthful as you can -- but don't boast.

		I have never thought about this	I have thought about doing this	
			but I have NOT done it	and I have actually done it
39.	Smoking cigarettes.....			
40.	Becoming a boy scout or girl guide.....			
41.	Being rude to your parents.....			
42.	Playing truant from school.....			
43.	Leaving the house in the evening without permission.....			
44.	Joining the church choir or some other church activity.....			
45.	Hurting your parents' feelings.....			
46.	Doing something special to please your parents.....			
47.	Deliberetely doing things which older people don't approve of.....			
48.	Making a donation to charity out of your own pocket money.....			

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	I have never thought about this	I have thought about doing this	
		but I have NOT done it	and I have actually done it
49. Getting into trouble with the police.....			
50. Betting or gambling for money.....			
51. (For boys) Kissing a girl.....			
52. (For girls) Kissing a boy.....			
53. Going out drinking beer or spirits.....			
54. Being independent of your family.....			
55. Staying out late with a group of older boys or girls.....			

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Questions 56 - 70

Here are some statements about things that happen in some schools. How often does each of these happen in your school?

A. Always
B. Often
C. Sometimes
D. Rarely
E. Never

There are five columns from which to choose your answer. Please read each statement then put a tick (✓) in the column that shows how often each of these things really happens in your school.

	Always	Often	Some-times	Rarely	Never
56. We sing songs about our country in class.....					
57. Certain students work only with their class friends.....					
58. Every member of our class has the same privileges.....					
59. We sing our national anthem in school.....					
60. Teachers try to get students to speak freely and openly in class.....					
61. Students can feel free to disagree openly with their teachers.....					
62. Certain students stick together in small groups.....					
63. The better students get special favors from teachers.....					
64. We participate in a ceremony with our national flag in school (e.g. say the Pledge of Allegiance)...					
65. Students are encourage to make up their own minds.....					

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IEA/CIV/IV/BQ

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		Always	Often	Some-times	Rarely	Never
66.	The teachers seem to run down our best ideas....					
67.	Students cooperate equally well with every class member.....					
68.	Certain students are favored by the teachers more than the rest.....					
69.	There are pictures of national leaders in our classrooms.....					
70.	Our teachers respect our opinions and encourage us to express them.....					

Questions 71 - 78

The following questions are ONLY about things that happen in classes for civics, social studies, history, or current events. If you do not have such classes, put a tick in the box [ ] and leave questions 71 - 78 blank.

		Always	Often	Some-times	Rarely	Never
71.	There is great stress in civics and history classes on learning facts.....					
72.	The students like the courses where civics and history are discussed.....					
73.	Students think that civics, social studies and history classes are easy.....					
74.	Causes and explanations of social or historical events are more important than remembering names or dates.....					
75.	Students are not interested in civics and history.....					
76.	In history or civics classes we must learn dates or definitions by heart.....					
77.	History, social studies and civics classes are best suited for the cleverest students.....					
78.	Students bring up current political events for discussion in class.....					

79. Gradually, as young people get older, they begin to develop ideas about politics and current affairs, and about the things that are good or bad for our nation. In developing these ideas, you may be influenced by particular events or by books or by particular people -- things that someone has said, or things you read, or that have happened, and which have made a big impression on you.

Who or what has made the biggest impression on your political ideas? (Please read carefully, then tick the one that has been most important for you)

Tick only One answer

A. _____ Something in which you yourself took part, such as being in a club election, or taking part in a debate.

B. _____ Radio or TV discussion programs about political parties or political problems.

C. _____ Something you learned from your teachers at school.

D. _____ Something said by one of your parents.

E. _____ Something you read about current affairs, history, or politics.

F. _____ A talk with friends.

G. _____ Seeing or hearing actual events on TV or on the radio, such as wars or assassinations.

H. _____ Seeing or hearing or reading about a famous person.

I. _____ Something else. (What was it?) .....

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QYCB

CIVIC EDUCATION BULLETIN

ACCOMPANYING NOTES

This Bulletin contains Civic Education instruments for Populations I, II, and IV. The instruments are contained in three booklets for each population. The first booklet consists of two sections, Cognitive and How Society Works. The second is Affective Scales and the third is the Background Questionnaire. The number on the front of each booklet corresponds to its place in the sequence of testing. Although there is a different set of booklets for each population, the same set of answer cards will be used by all. Manual 1 gives specific information about testing sessions.

Each population has a different version of the Cognitive section, but the remaining instruments are the same for all populations.

Population I will mark their answers directly in the test booklet for all parts of the instruments since no MRC cards will be used for this population. The Cognitive sections for Populations II and IV have been prepared for MRC cards. Other tests are not in MRC card format, but if the National Center wishes to use MRC cards for Populations II and IV for these tests, it can do so by making the following changes:

Converting How Society Works, Affective Scales and Background Questionnaire to MRC Card Form

Directions to students for marking their answers

The second paragraph of the directions at the front of each test should read:

> "Mark your answer by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely."

Answer choices

The choices the student is given from which to select his answers must be lettered A, B, C, etc. to correspond to ovals on an answer card. This will often necessitate a change in the directions before a set of items. For example, the directions for the first set of questions in the Background Questionnaire would read as follows if the students were using MRC cards to answer:

> "What kind of films or programs do you like to see? Here are different sorts of programs and films. If you would like to see it, blacken in the oval marked A on your answer card. If you would not mind whether you saw it or not, choose B. If you would not like to see it, choose C."

The questions would then read as follows:

	I would like to see it	I would not mind whether I saw it or not	I would not like to see it
1. Cowboys and Westerns ..	A	B	C
2. The work of artists and sculptors	A	B	C
3. Current events	A	B	C

The order of questions and the sequence of answers must, of course, not be changed.

Semantic differential items

The format for the semantic differential items in the Affective Scales (pages 2, 3, and 4) will also need to be changed if MRC cards are used. Page 2, which explains how to answer the items, should read as follows:

"Here are some words and sentences which have been used by different people to describe the way they think about your Local Council (substitute national phrasing to indicate municipal government). Each time we give you two words with opposite meanings and letters in between. For example:

Friendly: A B C D E :Unfriendly

We want to know your opinion about your Local Council. If you think that your Local Council is very friendly, blacken in the oval on your answer card marked A, since A is closest to 'Friendly'. If you think your Local Council is very unfriendly, blacken in the oval marked E, since E is closest to 'Unfriendly'. If you don't know, blacken in the oval marked C. If you think your Local Council is friendly, but not so very friendly, choose B, and if you think it is unfriendly, but no very unfriendly, blacken in D.

Now turn over to the next page. Read through each statement, then mark your answer card to show how you think about your Local Council.